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ABSTRACT

Procedures for establishing school goals and objectives, after having completed the needs assessment, are discussed. A distinction is drawn between goals and objectives in that goals are general future targets, whereas learner outcome objectives are behavioral statements of all or some aspect of goal statement. Five steps in setting goals and objective are given: (1) convert the two or three priority need statements into school-wide goals; (2) decide what level performance objectives will be written for each school (school, grade, classroom, individual student); (3) develop performance objectives for each goal that specifies learner outcomes that can be assessed at some specific time; (4) check to make sure that the needs, goal statements, and objective statements logically follow one another; and (5) if there are goals for which performance objectives cannot be stated, other planning approaches can be developed. (For related documents, see Tm 002 768, 770.) (KM)

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PLANNING DOCUMENT II

ROUGH DRAFT

TM 002 769

PROCEDURES FOR ESTABLISHING SCHOOL GOALS AND OBJECTIVES

October, 1972

PROCEDURE FOR ESTABLISHING SCHOOL GOALS AND OBJECTIVES

Having completed the needs assessment (see Planning Document I) school personnel can establish goals and objectives. Just as there were many needs to be satisfied and the needs assessment procedure was employed to identify two or three priority needs, there are potentially many goals for schools. However, for purposes of planning, the priorities identified in the needs assessment should now form the basis for establishing school goals.

Goals are statements of intentions or purposes that have the characteristics of being future oriented, broadly directed, and timeless; as opposed to objectives which specify desired levels of accomplishment which can be measured within a given time under specific conditions.

Like the needs assessment, goals can focus on learner outcomes, desired staffing levels, improved use of facilities, and other desired resources. However, at this stage of planning, it is important to limit goal statements to explanations of what students should have in terms of knowledge, skills, abilities, or attitudes, when they leave your school. In Planning Document III, Program Development, the procedure will be described to identify process goals and objectives - that is, goals and objectives that are concerned with the problem of how to achieve learner outcome goals.

Goal statements are a natural outgrowth of the needs assessment, and in fact, goals are often just reworded needs statements.

For example: "students demonstrate low reading comprehension levels", might be a needs assessment translated in the following way as a goal statement: Student reading comprehension level should be improved.

Goals are not easily assessed in that they are general future targets. The difference between goals and objectives is that objectives are what you assess. Learner outcome objectives are behavioral statements of all or some aspect of a goal statement. Based on the above example, the following would be a learner outcome, performance objective for a goal of reading comprehension:

> By June 1, 1973, all sixth grade students will score at a prescribed level on a mastery test (criterion referenced) of reading comprehension.

The objective has the characteristics of answering the following question:

Who is to perform?	At what level?	Under what conditions?
All sixth grade students	Prescribed	By June 1, 1973, on a mastery test of reading comprehension

Further work on this objective will be needed in order to specify what is meant by prescribed level. In this particular case, after the principal and staff have had some orientation to what is meant by score level, a determination of the prescribed level can be made.

The rationale for using behavioral objectives is thoroughly treated in a number of documents. Briefly, however, the essence of instruction is behavioral modification and, therefore, objectives for instruction cannot be otherwise stated than in behavioral terms. Unless there is a clear, acceptable statement of instructional outcomes, students, teachers, administrators, board members, parents, will never know if programs are successful or unsuccessful.

Goals and objectives can be established on any level in the school. They can refer to all students in the school, students in specific grade levels, students in particular classrooms, or ultimately individual students. While it is desirable in efforts to individualize instruction to designate performance objectives for individual students, it is realized that this is a terribly ambitious undertaking. Initially, school personnel could enhance program development by stating performance objectives at the school or grade level. If, for instance, improved reading comprehension were identified as an elementary school goal, learner outcome goals might be stated for fourth and sixth grade, respectively.

Steps in Setting Goals and Objectives:

1. Convert the two or three priority need statements into school wide goals.

2. Decide what level performance objectives will be written for each school (school, grade, classroom, individual student.)

3. Develop performance objectives for each goal that specifies learner outcomes that can be assessed at some specific time. It is not usually beneficial to have the objectives detail behavior too finely. That is, three or four performance objectives under each goal are usually sufficient. The administrative specialist can provide central office resources in helping principals and staffs convert goal statements to performance objective statements.

4. Check to make sure that the needs identified, the goal statements based on the needs, and the objective statements based on the goals, all logically follow one another.

5. If there are goals for which performance objectives cannot be stated, other planning approaches can be developed.